

FELTON LAB
300 College St. N. E.
Orangeburg, SC 29117

GRADES K-8 Elementary School

ENROLLMENT 225 Students

DIRECTOR Dr. Michael McIntosh 803-536-8565

DEAN Dr. Bernice Moore-Green 803-536-8819

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Unsatisfactory | Below Average | N/A |
| 2003 | Average | Unsatisfactory | Yes |
| 2004 | Good | Unsatisfactory | Yes |

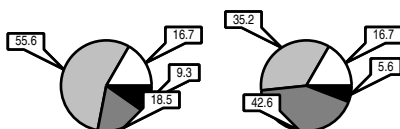
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 152 | 99.3 | 16.6 | 43.0 | 33.1 | 7.3 | 55.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 76 | 100.0 | 22.4 | 42.1 | 28.9 | 6.6 | 51.3 | | |
| Female | 76 | 98.7 | 10.7 | 44.0 | 37.3 | 8.0 | 58.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African-American | 150 | 99.3 | 16.8 | 43.6 | 32.9 | 6.7 | 54.4 | Yes | Yes |
| Asian/Pacific Islanders | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 152 | 99.3 | 16.6 | 43.0 | 33.1 | 7.3 | 55.0 | | |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 152 | 99.3 | 16.6 | 43.0 | 33.1 | 7.3 | 55.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 152 | 99.3 | 16.6 | 43.0 | 33.1 | 7.3 | 55.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 152 | 99.3 | 16.6 | 43.0 | 33.1 | 7.3 | 55.0 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 152 | 100.0 | 21.7 | 52.6 | 15.8 | 9.9 | 41.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 76 | 100.0 | 22.4 | 46.1 | 17.1 | 14.5 | 47.4 | | |
| Female | 76 | 100.0 | 21.1 | 59.2 | 14.5 | 5.3 | 35.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| African-American | 150 | 100.0 | 22.0 | 53.3 | 16.0 | 8.7 | 40.7 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 152 | 100.0 | 21.7 | 52.6 | 15.8 | 9.9 | 41.4 | | |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 152 | 100.0 | 21.7 | 52.6 | 15.8 | 9.9 | 41.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 152 | 100.0 | 21.7 | 52.6 | 15.8 | 9.9 | 41.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 152 | 100.0 | 21.7 | 52.6 | 15.8 | 9.9 | 41.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 25 | 100.0 | 12.5 | 25.0 | 50.0 | 12.5 | 62.5 |
| | Grade 4 | 33 | 97.0 | 16.0 | 48.0 | 32.0 | 4.0 | 36.0 |
| | Grade 5 | 31 | 96.8 | 65.0 | 30.0 | 5.0 | N/A | 5.0 |
| | Grade 6 | 31 | 100.0 | 40.9 | 27.3 | 18.2 | 13.6 | 31.8 |
| | Grade 7 | 30 | 100.0 | 13.6 | 54.5 | 31.8 | N/A | 31.8 |
| | Grade 8 | 26 | 100.0 | 23.5 | 76.5 | N/A | N/A | N/A |
| 2004 | Grade 3 | 28 | 100.0 | 10.7 | 21.4 | 57.1 | 10.7 | 67.9 |
| | Grade 4 | 26 | 96.2 | 20.0 | 52.0 | 28.0 | N/A | 28.0 |
| | Grade 5 | 33 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 25 | 100.0 | 24.0 | 48.0 | 24.0 | 4.0 | 28.0 |
| | Grade 7 | 20 | 100.0 | 25.0 | 50.0 | 10.0 | 15.0 | 25.0 |
| | Grade 8 | 20 | 100.0 | N/A | 45.0 | 45.0 | 10.0 | 55.0 |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 25 | 100.0 | 6.3 | 50.0 | 43.8 | N/A | 43.8 |
| | Grade 4 | 33 | 97.0 | 20.0 | 52.0 | 24.0 | 4.0 | 28.0 |
| | Grade 5 | 31 | 96.8 | 65.0 | 30.0 | 5.0 | N/A | 5.0 |
| | Grade 6 | 31 | 100.0 | 22.7 | 50.0 | 18.2 | 9.1 | 27.3 |
| | Grade 7 | 30 | 100.0 | 31.8 | 54.5 | 9.1 | 4.5 | 13.6 |
| | Grade 8 | 26 | 100.0 | 58.8 | 41.2 | N/A | N/A | N/A |
| 2004 | Grade 3 | 28 | 100.0 | 7.1 | 60.7 | 17.9 | 14.3 | 32.1 |
| | Grade 4 | 26 | 100.0 | 26.9 | 50.0 | 19.2 | 3.8 | 23.1 |
| | Grade 5 | 33 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 25 | 100.0 | 16.0 | 56.0 | 20.0 | 8.0 | 28.0 |
| | Grade 7 | 20 | 100.0 | 40.0 | 40.0 | 10.0 | 10.0 | 20.0 |
| | Grade 8 | 20 | 100.0 | 30.0 | 45.0 | 10.0 | 15.0 | 25.0 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 225) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | N/A | 100.0% |
| Retention rate | 0.0% | Down from 0.4% | N/A | 2.7% |
| Attendance rate | 97.6% | Down from 98.8% | N/A | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | N/A | | N/A | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | N/A | | N/A | 3.5% |
| Eligible for gifted and talented | N/A | N/A | N/A | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 0.0% | No change | N/A | 8.2% |
| Older than usual for grade | 0.0% | Down from 0.4% | N/A | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | N/A | 0.0% |

| | | | | |
|---|----------|-----------------|-----|-----------|
| Teachers (n= 17) | | | | |
| Teachers with advanced degrees | 88.0% | Up from 82.0% | N/A | 51.4% |
| Continuing contract teachers | 88.0% | Up from 82.0% | N/A | 87.5% |
| Highly qualified teachers** | N/A | N/A | N/A | 95.0% |
| Teachers with emergency or provisional certificates | N/A | | N/A | 0.0% |
| Teachers returning from previous year | 88.0% | Up from 82.0% | N/A | 86.7% |
| Teacher attendance rate | 99.4% | Down from 99.6% | N/A | 94.9% |
| Average teacher salary | \$43,711 | No change | N/A | \$40,760 |
| Prof. development days/teacher | 5.0 days | No change | N/A | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----|-----------|
| School | | | | |
| Principal's years at school | 1.0 | No change | N/A | 4.0 |
| Student-teacher ratio in core subjects | 17.3 to 1 | Up from 15.3 to 1 | N/A | 18.9 to 1 |
| Prime instructional time | 96.6% | Down from 98.2% | N/A | 90.0% |
| Dollars spent per pupil* | \$6,473 | Down 16.0% | N/A | \$6,044 |
| Percent of expenditures for teacher salaries* | 70.0% | Up from 67.7% | N/A | 65.9% |
| Opportunities in the arts | Poor | Down from Fair | N/A | Good |
| Parents attending conferences | 100.0% | Up from 96.9% | N/A | 99.0% |
| SACS accreditation | Yes | No change | N/A | Yes |
| Character development program | Average | N/A | N/A | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | N/A | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Felton Laboratory School serves as a Professional Development School for the teacher education program at South Carolina State University. The organization of the school includes a kindergarten class, a lower school and a middle school.

During the 2003-2004 school year, the administration provided parents and students feedback via parent conferences, general assemblies for students, weekly newsletters, and workshops for parents. All teachers participated in a series of professional development workshops.

Overall, the instruction and instructional effectiveness are adequate. Observations by the Interim Director, Assistant Director, Curriculum Coordinator, and Teacher Specialists indicate that teachers planned and carried out developmentally appropriate lessons for their classes. The lessons were aligned with and driven by the state standards for each of the core areas. A variety of methods are used and academically focused learning environments are provided. In addition, more than 300 university students participated in the Felton Laboratory School program during the 2003-2004 school year. Included were five student teachers for clinical experience. The Pre-Step students completed more than 3500 hours of observations and/or participation.

Both the Southern Association of Colleges and Schools and the SC Department of Education awarded continued accreditation with the status of "Advised" for the 2003-2004 school year.

Mr. James L. Price was the Interim Director of Felton Laboratory School and Mr. Al Jackson was the Chairman of the School Improvement Council for the 2003-2004 school year. Dr. Gail Joyner Fleming, Interim Dean/Superintendent.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 13 | 27 | 29 |
| Percent satisfied with learning environment | 58.3% | 96.3% | 75.0% |
| Percent satisfied with social and physical environment | 76.9% | 88.9% | 74.1% |
| Percent satisfied with home-school relations | 90.9% | 96.3% | 74.1% |

*Only students at the highest elementary school grade level at this school and their parents were included.